



Unity Academy Primary Newsletter  
19/6/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

## A Message From Mrs. Shaw

Another busy week at Unity!

### **Teaching and Learning**

This week the teaching team have started their transition meetings in preparation for next year. We do this over a number of weeks to ensure that we provide a well-rounded and detailed handover so that the move into their next year group is as smooth as possible for all involved! Please see below for class organisation for next year - I know this is what you have all been waiting for :-)

Some Year 6 children took part in their Reward Trips this week and last week. These were awarded to children who took full advantage of our precision tutoring sessions and earned their attitude to learning credits by being in school on time, every day, managing their behaviour well and completing home learning. Well done to everyone who secured a place on one of our trips - we hope you had a fantastic time!

As part of our RRS curriculum this week, we used the story *Moggy's Coming* by Tim Hodgetts and Andy Thurgood. This age-appropriate resource, produced by CitizenAID in partnership with the Government Security Office, helps children recognise when something doesn't feel

safe and what to do in those situations. It teaches them to trust their feelings, notice early warning signs, and speak to a trusted adult - helping us prepare children for real-life situations and keep them safe both in and out of school. Next week we will move onto a focus on equity vs equality in a bid to help the children understand that some children need a little bit of extra support in school - this could be provided by extra time, staff or even by a particular resource but is a means of helping them to access their education.

Well done to all children who represented Unity at Youth Games this week. 52 children entered the road race and Mia H came 1st in the Year 2 girls race.

With that in mind and as we navigate the busy term, we kindly ask for your cooperation in ensuring that children do not bring toys into school from home. Recently, we have noticed a significant increase in the number of fidget toys being brought in. While we understand these can be popular, we unfortunately cannot guarantee their safety and they can easily become lost, damaged, or cause distractions in the classroom. Please be assured that if a child requires a fidget toy or specific sensory resource to support their learning, this will be formally assessed and clearly stated on their Individual Learning Plan and the school will provide the necessary resources. Thank you so much for your support in keeping our classrooms safe and focused on learning!

If your child has borrowed any of our school uniform can you please ensure that it is returned as our spares store is extremely low and we will end up having to ring parents to come and change their child soon. If you have any donations of old school uniform or even any packs of underwear that your child hasn't used, please send them into school. Thank you

**And finally...**

Have a lovely weekend!



**Classes for 2026-2027. Please find below the class organisation for next year.**

A great deal of thought goes into this with the whole of primary in mind. You will see that there is only one class in Reception, Year One and Year Two next year. This is due to a falling birth rate across the town and does not just affect Unity. With falling numbers though comes falling funding and so please, if you haven't already, fill in the form which is available from the office to see whether you are eligible for Pupil Premium. Pupil Premium funding is additional government funding given to schools to help close the attainment gap between pupils and their peers. It is allocated for children who are eligible for free school meals, are in local authority care, or have parents in the armed forces. This funding is vital in providing targeted support, resources, and opportunities that can make a real difference to a child's learning and overall school experience. It allows us to remove barriers to learning and ensure every child has the best possible chance to succeed and thrive. If you think your child might be eligible, we encourage you to speak with the school office so we can ensure they receive the full benefit of this important support.

Learning Support Assistants are still to be confirmed.

<b>Class from previous year group 2026-2027</b>	<b>Year Group</b>	<b>Teacher for 2026-2027</b>	<b>Class Name in</b>
	Reception	Mrs Harvey	RHH
RHH	Year 1	Miss Blunden	1CBL
1MT	Year 2	Mrs Bateman	2MB
2BH	Year 3	Mrs Bass	3JA
2JB	Year 3	Miss Bailey	3JS
3HP	Year 4	Miss Helsby	4BH
3KG	Year 4	Mr Hendy	4JH
4HB	Year 5	Ms Brayne	5HB
4CBL	Year 5	Mrs Obertelli	5NO
5JH	Year 6	Miss Ayers	6VA
5MB	Year 6	Mr Tomes	6TT

Other teachers in school that may teach your child are Mrs Bradshaw, Miss Boucher, Mr Brimley, Mr Cooper, Mrs Hutt, Mrs King and Miss Whittam. We also have specialist teachers from Secondary who may teach your child P.E.

You will notice a few names missing from the list above and it is with great sadness that I announce the following staff who are moving onto pastures new. We wish Miss Tench, Miss Purdy and Miss Ing every success in the future.

**Your child will take part in our Moving Up Day on Thursday 2nd July. This will give them the opportunity to spend time with their new teacher and in their new classroom. We are really excited about next year and hope the children are too!**

## Tips to thrive, not just survive in the school holidays!



The summer holidays are not far off now and can be a challenging time for families. Changes in routines can lead to challenging behaviour and exhausted parents. The sudden lack of a daily schedule can make it difficult for your child to manage their emotions and behaviour, potentially leading to fall-outs. As a parent, providing a structured and predictable environment during the summer holiday can help your child feel more secure and balanced. However, it can be a real struggle when you are also balancing working and other children in the family. Here are some tips to support your child through this period.

### Routines & Planning

- **Match their age:** For younger children, try to mimic their regular school-term structure for meals, activities, and bedtimes. For teenagers, remember that having downtime to "just be" and recharge is highly important.
- **Plan the week together:** Sit down at the start of each week to map out activities. Let your child choose a goal they want to work toward—whether it is a library reading challenge or just binge-watching their favourite show. It gives them a sense of control.
- **Go visual:** Use whiteboards, charts, or weekly planners to outline the day. For younger children, use pictures or symbols (and let them draw them!). You can also build a "holiday board" filled with fun activity ideas to pick from.

### Master the Sleep Routine

- **Keep bedtimes steady:** Consistent wake-up and bedtimes keep life feeling normal and ensure children get enough rest.
- **The teenage sleep compromise:** Teenagers naturally stay up later due to changing hormones. However, letting them sleep until midday ruins their sleep cycle and causes friction. Compromise on a reasonable wake-up time (like 9:30 AM) rather than 7:00 AM or noon.

- **Talk like an adult:** When discussing sleep with your teen, think about how your teenage self would have wanted to be spoken to and approach the conversation with understanding.

### **Managing Changes & Transitions**

- **Use fun countdowns:** Moving from one activity to another can be tough. Give 10-minute warnings, use timers, or let your child ask a smart speaker to set an alarm to give them a sense of ownership.
- **Show compassion:** If your child struggles to stop an activity, validate their feelings. Say something like, *"I know you're having so much fun and it's really frustrating that we have to stop now."*
- **Build in flexibility:** Life happens! Teach your child resilience by modelling adaptability. Prepare them for potential changes in advance by offering a backup plan (e.g., *"We plan to drive, but if we can't, we will take the bus instead"*).

### **Low-Pressure Parenting**

- **Embrace doing nothing:** You do not have to fill every single second of the day to be a good parent. Downtime is essential. It is entirely okay if your child watches a bit of TV, chills in their room, or just hangs out doing absolutely nothing.
- **Quality over quantity:** Spending genuine, quality time together strengthens your relationship and provides your child with emotional security.

Be kind to yourself! By balancing a loose structure with plenty of flexibility, you can help your child enjoy a happy, regulated summer break.

### **Ideas for things to do!**

- Explore the Golden Mile: Take a stroll along the Promenade, hunt for sea glass, and spot the unique statues of the [Great Promenade Show](#) heading south from South Pier.
- Stanley Park: Pack a picnic and explore Blackpool's beautiful, historic [Stanley Park](#). It features an adventure playground, a boating lake and beautiful Italian gardens.
- The Comedy Carpet: Spend some time reading the giant, granite Comedy Carpet across from the Blackpool Tower, which celebrates Britain's best-loved jokes and catchphrases.
- Grundy Art Gallery: Head to the [Grundy Art Gallery](#) on Queen Street to see family-friendly contemporary exhibitions and free workshops, usually tailored for kids ages 5–12 during the school holidays.

- Library Craft Sessions: Check the schedule for your local library (like Central Library on Queen Street or Moor Park Library). They frequently host free, bookable sessions like mindful crafting and storytelling.
- Active Fun: Look into local [Active Blackpool](#) programs, which regularly team up with the Council to offer free swimming sessions for under-16s and free tennis court access in local parks

# School Uniform



UNITY UNIFORM

The branded uniform will be stocked at Bispham Clothing (01253 276047) and Ragamuffins (01253 390717). If you need any assistance with purchasing uniform please contact Alyson at <https://www.schoolwear-blackpool.com/> or Kath at Ragamuffin. Non branded items may be bought from a wide range of retailers

## COMPULSORY ITEMS OF PRIMARY SCHOOL UNIFORM 2024/2025

You must wear these items every day to school



## Optional Uniform



## PE Uniform

(No children in any year group are to come to school wearing P.E. kit)



## Unity Academy Footwear



Footwear should be all black with no identifiable markings. If this footwear is a boot it must be no bigger than ankle length. No crocs or sandals are permitted. Trainers are permitted as long as they are fully black. Please check the guide opposite



## Jewellery and Hair

A maximum of 2 earrings can be worn in each ear. These should be stud-type earrings. No other visible piercings are allowed. If children have ear piercings, they should be able to remove and replace them independently for PE. Children should not wear rings for school, it is unsafe on play equipment. Any necklaces and/or bracelets are to be kept inside the shirt and removed for PE. Primary aged students are expected to have long hair tied back for health and safety reasons. Bows and bobbles should be black, white or red. The school will not allow students to have words/logos shaved into their hair. The school will have due regard to equality laws when considering hair styles. Hairstyles and head coverings that are part of the culture and identity of an ethnic or racial group will be respected. The school would prefer children's hair to be of a natural colour but will tolerate hair which has been coloured. Children should not have very bright, non-natural hair colourants (e.g. green, blue etc.)



## Dates for the Diary



Please see the noticeboards out the front of school for the most recent and up to date diary dates.

## Primary Reward & Consequence System



As part of our ongoing commitment to supporting every child to thrive, we are excited to introduce a new Rewards and Consequences system across school. This is designed to celebrate the fantastic behaviour we see from the vast majority of our pupils each day, while also helping us guide them when things don't quite go to plan. The system will run from

Nursery right through to Year 11, with small differences between Primary and Secondary to suit the age of the pupils.

In Primary, children can earn a *Ready, Respectful, Safe (RRS)* reward point in every lesson by meeting our behaviour expectations. On occasions where a child goes above and beyond, teachers may also give an *Exceeding Expectations* award, worth 5 RRS points. Student of the Lesson cards will no longer be handed out. We are already seeing how motivated the children are to collect these points and celebrate their success.

If a child's behaviour falls short of expectations, we use a clear and fair set of consequences (C1–C5) to help them get back on track. More details can be found in the table overleaf.

All Rewards and Consequences are logged so you can see how your child is doing by checking the behaviour section of the *My Child At School (MCAS)* app. Details for how to sign up to the app can be found on the primary newsletter. Please use this link <https://www.mychildatschool.com/MCAS/MCSParentLogin> to login to the app.

For Primary children, if a C2 is given, parents/carers will be updated by text message at the end of the day. Please ensure that we always have your correct mobile number in school. For a C3, C4, or C5, the class teacher will contact you in person or by phone to talk through what happened and how we can support your child moving forward.

This system has been shared and discussed with the children in school, and they are really enthusiastic about earning points and making positive choices.

We would like to take the opportunity to stress how vital it is that parents support us in upholding our new behaviour reward and consequence system. Should the need arise, we carefully and fairly unpick every situation, always working to ensure that children are treated consistently. Please note that we gain nothing from misrepresenting their behaviour so when staff in school inform you of any situation, we do so to give you a full and clear picture. For this system to truly benefit all children, it's essential that the messages we share in school are reinforced at home. Our expectations are clear and simple, rooted in our values of being **Ready, Respectful and Safe**, and our school rules of '**good looking**', '**good listening**', '**good sitting**', '**kind friends**'. When school and home work together with the same expectations, children thrive in a safe, supportive and consistent environment.

We believe this approach will not only encourage and celebrate the wonderful behaviour we see in school every day but also help strengthen the important partnership between home and school.

Thank you for your continued support — it really does make such a difference. Please don't hesitate to get in touch with me at school if you'd like to talk about this further.

Mr T Cooper, Assistant Headteacher

<b>R1</b>	An RRS point awarded for meeting expectations.	<b>C1</b>	A direct reminder of RRS expectations
<b>R2</b>	100 RRS points achieved, text message home to inform parents.	<b>C2</b>	A formal warning, recorded on Class Charts
<b>R3</b>	200 RRS points achieved, certificate awarded in assembly.	<b>C3</b>	15 minutes reflection in buddy class
<b>R4</b>	500 RRS points achieved, badge awarded in assembly.	<b>C4</b>	Remainder of session (AM/PM) in Reflection Room
<b>R5</b>	1000 RRS points achieved, invitation to end of year rewards trip.	<b>C5</b>	Day in the Reflection Room

## Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <b>RHH</b>	<b>94.00</b>	<b>0</b>
• <b>1MT</b>	<b>97.77</b>	<b>0</b>
• <b>2BH</b>	<b>99.14</b>	<b>2</b>
• <b>2JB</b>	<b>97.69</b>	<b>6</b>
• <b>3KG</b>	<b>89.84</b>	<b>1</b>
• <b>3HP</b>	<b>98.12</b>	<b>4</b>

• <b>4CBL</b>	<b>89.13</b>	<b>1</b>
• <b>4HB</b>	<b>96.25</b>	<b>5</b>
• <b>5MB</b>	<b>96.55</b>	<b>8</b>
• <b>5JH</b>	<b>94.91</b>	<b>8</b>
• <b>6TT</b>	<b>92.41</b>	<b>1</b>
• <b>6VA</b>	<b>93.10</b>	<b>11</b>

Keeping children safe!



All the National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Content delivered by National Online Safety. These guides have addressed wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

## What Parents & Educators Need to Know about ROBLOX

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. IT News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it means it's extremely difficult to moderate effectively, creating risks for unsupervised children, though a June 2024 update has improved things greatly.

### WHAT ARE THE RISKS?

#### A PLATFORM RATHER THAN A GAME

Roblox offers more traditional video games to that it hosts millions of user-created experiences rather than a single fixed set of developer-produced content. Each experience is self-run by its creator rather than a developer. This means that, as in the case with PC or console games, with millions of user-created experiences, moderation is largely automated which means that inappropriate content and speech younger players can have a harmful effect.

#### RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences use a mix of short levels, rewards and progression systems that can prompt users to keep playing for longer periods of time. Some games give the user rewards, daily rewards, or limited events to encourage frequent login. These designs can make it difficult to stop playing, spending long periods online more often, in-home, or other activities it bounds are not in practice.

#### IN-GAME SPENDING

Roblox is free to play, but many experiences and content include optional purchases using Robux, the platform's virtual currency. It's common across on-line games, but reporting has highlighted that some children have spent large amounts of money unintentionally or without understanding the true world cost.

#### MATURE CONTENT

With much of Roblox's moderation done through AI and creators self-certifying, harmful inappropriate content frequently appears on the platform. Some experiences may include content targeted at older players. As of June 2024, Roblox defaults to only showing games from rated developers to under 13s, allowing teens with older players to filter and making teens with older players to filter out on the platform, and younger players may encounter content you deem inappropriate.

#### COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In a June 2024 update, Roblox has updated its chat settings to prevent under 13s from chatting freely, with gradual restriction of restrictions between the ages of 13 and 15. The platform plans to use face-age verification technology to enforce these rules.

### Advice for Parents & Educators

#### USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular inspections, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

#### PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how moderation works, and how children interact online. The shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor or play games on Roblox due to its largely self-rating nature.

#### CONSIDER LIMITING OR DISABLING CHAT

Although Roblox has introduced digital age-related chat restrictions, some parents and educators may prefer to disable chat entirely to avoid the risk of stronger abuse in the future. For other 13s, but can be applied for any accounts up to the age of 16. Children can still play games while communicating with friends they know through their platform, such as Discord.

#### ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age-appropriate, and for many children, the platform is an important way to socialise with friends. Some from being 13 onwards, parents and educators should talk to the user with children about online safety, spending, and how to respond to inappropriate behaviour.

#### Meet Our Expert

Alan Beards is a technology journalist who has written for publications including Wired, Techradar, The Telegraph, The Evening Standard, The Observer and The New Statesman.

See full reference list [HERE](#)

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## What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unvetted medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnosis. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

**WHAT ARE THE RISKS?**

**POPULAR ONLINE SOURCES**  
Platforms like TikTok and Instagram are two of the most sources of young people's mental health content. Videos and posts frequently feature unvetted information, often originating from influencers, teens, and over-implications. While appealing to young audiences, this content can create unrealistic expectations and misrepresentational about mental health conditions.

**RISK OF SELF-DIAGNOSIS**  
Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, delay necessary support, or delay essential professional intervention. This has the potential to worsen mental health conditions and cause significant mental health issues requiring comprehensive clinical support.

**LACK OF FILTERS**  
Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young people may be misled by content from fiction, potentially internalising inaccurate ideas about mental health. This can negatively influence their decisions about seeking professional help or managing their wellbeing.

**IMPACTFUL PAST TRENDS**  
Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or unorthodox treatments. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underlining the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

**MISLEADING CLINICAL TERMS**  
Online trends often include the misuse of clinical terms, such as 'trauma' or ' OCD', making serious conditions seem trivial or 'cool' in an oversimplified manner. Such misstatements can diminish empathy, and lead young people to underestimate mental health conditions, potentially preventing them from identifying real mental health issues in themselves or others.

**REPLACING PROFESSIONAL HELP**  
Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unvetted online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing long-term.

### Advice for Parents & Educators

**MONITOR ONLINE ENGAGEMENT**  
Regularly review and discuss a young person's online activity, paying attention to their engagement with content. Tools such as parental controls or co-viewing content can help monitor exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

**SCHOOL-HOME COLLABORATION**  
Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasizing critical thinking and media literacy. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess online health content, supporting their mental wellbeing effectively both online and offline.

**IDENTIFY RELIABLE SOURCES**  
Teach young people to identify credible mental health content by checking for clear, factual evidence and evidence-based information. Encourage them to consult mental health professionals and to consult healthcare professionals for clarification. This helps to build a young person's reliance on trustworthy, accurate, and evidence-based online sources.

**ENCOURAGE OPEN DIALOGUE**  
Foster a non-judgmental environment where young people feel comfortable discussing online content. Regularly schedule education sessions that provide mental health resources, help clarify common misconceptions, mitigate misinformation, and build trust, thereby enhancing their resilience and digital literacy. Model sources where you have sought advice from accurate sources and not solely relied on social media for health advice.

**Meet Our Expert**  
Anna Bennett is Director of Health Education Ltd, Director for Wellbeing and Family Services at Leigh Tross, and lead expert for mental health at The National College. Anna specialises in providing mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.

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Nursery



This week in Nursery we have started our topic of differences around the world, we have been reading the book 'Handa's Surprise'. The children have been looking at a world map, we have identified where we live and where Handa lives. We have also looked at the differences in where we live and where Handa lives, the children noticed lots of differences such as the houses we live in, our schools, the shops etc.

## Reception



This week, we have been enjoying our class text 'My Granny is a Pirate'. The children have immersed themselves in pirate adventures by building their own pirate ship, designing colourful pirate flags, and using maps to complete an exciting treasure hunt. In Maths, we have been developing our understanding of positional language and describing the position of objects, while also improving our fluency with doubling, number bonds, and odd and even numbers. In English, the children have been using red pens to edit and improve their work. We have been particularly impressed with their resilience and their ability to listen carefully to feedback, helping them to make thoughtful improvements to their learning.

## Year 1



What a lovely week in Year 1!

In English we have planned and written our final pieces of writing, liked to our key text 'The Secret of Black Rock'. We were challenged to write a diary entry in the role of the main

character Erin. I must say how incredibly proud I am of all of the children's writing. Visitors to our class are consistently recognising the children's impressive handwriting and presentation, independence and ambitious vocabulary. It is a true testament to their dedication, effort and hard work. Well done Year 1!

In Maths we have begun focusing on place value up to 100. We have focused on counting in 10s using base 10 to help us, building numbers up to 100, focusing on tens and ones and counting from 50 to 100. This can be quite a tricky topic and the children have made a fantastic start. Mrs Thompson, the trust director for Maths, popped in to see us on Wednesday and she wanted me to share how proud and impressed she was with the children's mathematical knowledge and the progress they have made across the year.

In Design and Technology we progressed our learning from last week 'what are wheels and axles?', this week focusing on free and fixed axles. These skills and knowledge will support us when we make our own free axle car at the end of our topic!

On Friday, we had a lovely afternoon outside, observing changes we see in Summer. We went on a local area walk around our school grounds, spotting the signs of Summer we can recognise alongside any minibeasts we could find.

I hope you have a lovely weekend.

Miss Tench

## Year 2



What a sensational week it has been in Year 2! In English, the children have been flexing their creative muscles by writing some truly wonderful character descriptions of Syd from our class story, *Grandad's Island*.

In Maths, we have continued solidifying our knowledge about fractions, keeping a sharp focus on finding thirds this week.

Our young scientists have also been hard at work making investigations using shadow puppets, which successfully fulfilled another exciting step toward our Crest Award!

Finally, we wrapped up our week today with a local area walk to 'The Rock gardens'. All of the children were absolutely fantastic and truly demonstrated our Unity values of being Ready, Respectful, and Safe while out in the community. Well done, Year 2—we are so proud of you!

Year 3





We have had another incredibly busy, hands-on week of learning in Year 3!

From the classroom to the great outdoors, the children have been exploring everything from Egyptian landmarks to natural art. Here is a look at what we've been up to:

This week, in English, we continued diving into our book about Usain Bolt, comparing his incredible sprinting achievements with the long-distance legacy of Mo Farah. In Maths, we continued with our Statistics topic, learning how to gather data efficiently and transform those numbers into clear, accurate bar charts. Meanwhile, our Science lessons explored the fascinating world of seed dispersal and the clever ways plants ensure their seeds travel far and wide to grow.

We also took full advantage of the fresh air this week, heading down to the Rock Gardens for our PSHE lesson on how our bodies grow, where the children scavenged for natural materials to create their own skeletons. This outdoor creativity continued into Art, where leaves, flowers, pine cones and twigs were collected and used as experimental paintbrushes.

Back in the classroom, our journey through Egypt shifted focus to its human features, exploring how human civilization and ancient structures have shaped the landscape.

**REMINDER - Showtown museum letters and payments.**

Thank you for your continued support.

Have a wonderful weekend!

The Year 3 Team

Year 4



What a lovely week we have had in Year 4 ! The children are really showing that they are ready for their next chapter into Year 5.

In English, we have been analysing our story 'The Journey', looking at writer's knowledge and practicing using fronted adverbials and alternative nouns. Next week we are going to be begin writing our diary entries and the children can't wait to show what they have been learning.

In Science, we completed one of our Crest activities where the children had to research and debate about whether water companies should put flouride into our drinking water. They were able to articulate some really interesting ideas.

Please could you begin to look for any school reading books at home and start to send them back in so that we can make sure we hit the ground running with books in September.

Have a wonderful weekend

Year 5



This week in year 5 the children have been working hard practising their lines for our upcoming Year 5 production of *Macbeth*. The enthusiasm they are showing for Shakespeare is fantastic! To help us prepare for the big performance, all children have now been given their own scripts to keep at home. We would be incredibly grateful if you could spend some time reading through these with your child and helping them learn their lines. Little and often is the best approach to building their confidence.

In Art, we have been getting hands-on and developing our 3D modelling skills. Influenced by the famous Swiss artist **Alberto Giacometti**, the children have been designing and creating their own tin foil sculptures. They did a brilliant job of manipulating the materials to capture the unique, elongated, and textured style that Giacometti is so well known for. We have some budding sculptors in our ranks!

Have a wonderful weekend, and thank you for your continued support at home with the script rehearsals!

## Year 6



This week we took part in an Inspiring Local Media virtual event, which gave Year 6 children a little window into roles within media. Our classes heard from 3 volunteers from TV, Radio and printed press from across the North West.

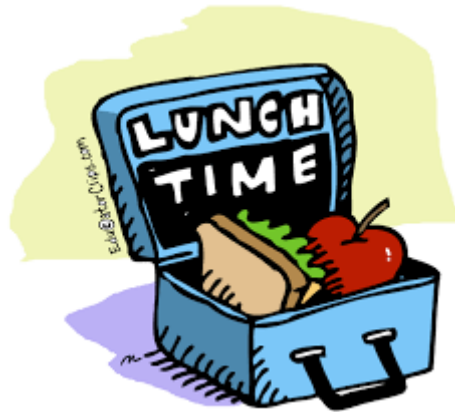
Miss Lee came to introduce herself as the children's new Head of Year 7 which went down really well with the year group, who remember her from Year 4. They completed a transition questionnaire to let Miss Lee know all about them and their needs and wishes for Year 7. We have also started to explore the high school a little more, walking the corridors and having some lessons taught in the high school setting. Well done Year 6 for taking to this so well!

## *Star of the week*



- **RHH - Charlie - For showing resilience, focus in your writing this week!**
- **1MT - Mustafa - For the confidence you have built over this year and the fantastic progress you have made!**
- **2BH - Blake & Dexter - For being fantastic role models and wonderful friends to others. We will miss you!**
- **2JB - Indi - For working hard on improving her presentation.**
- **3KG - Kendal - For supporting her peers with new learning.**
- **3HP - Fathy - For growing in confidence during whole class discussions and always having a positive attitude.**
- **4CBL - Carter - For really trying to edit and improve his work in English**
- **4HB - Jackson - For his excellent contributions to class discussions during Maths!**
- **5JH - Georgia - For the effort she has put into learning her lines for year 5's play.**
- **5MB - Charlie-Jack - Super attitude and effort in intervention sessions.**
- **6TT - Moses - For always putting in 100% effort in every lesson, an excellent work ethic.**
- **6VA - Mia - For championing teaching younger children how to play nicely together.**

## Lunchtime menu for next week



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cook's Choice Homemade Pizza(v), Oven Baked Herby Potatoes, Garden Peas or Baked Beans or Vegetarian Sausage &amp; Pastry Twists (v), Oven Baked Herby Potatoes, Tomato Ketchup &amp; Baked Beans</p>	<p>Roast Beef, Yorkshire Pudding, Roast Potatoes, Seasonal Veg &amp; Gravy or Roast Fillet of Quorn, Yorkshire Pudding, Roast Potatoes, Seasonal Veg &amp; Gravy</p>	<p>Mini Brunch: Pork or Vegetarian Sausage, Omelette, Hash Brown, Baked Beans, Grilled Tomato &amp; Mushrooms or Sweet Potato &amp; Cauliflower Curry (v), Rice &amp; Naan Bread</p>	<p>Cheese &amp; BBQ Chicken, Oven Baked Potato Wedges, Sweetcorn or Mixed Salad or Pasta &amp; Tomato Sauce, Homemade Dough Balls &amp; Mixed Salad</p>	<p>Youngs Fish Fingers, Oven Baked Chips, Garden Peas or Baked Beans or Crispy Vegetable Burger (v), Oven Baked Chips, Garden Peas or Baked Beans</p>